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This Week's Forum: Page 46

EDUCATION WEEK

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Two Unions Gain Sharp Pay Hikes, Role in Decisions

Top Salary of $70,000 Agreed to in Rochester

By Blake Rodman

Teachers in two of New York State's largest cities—Rochester and New York City—have negotiated new three-year contracts that provide dramatic pay raises and greater involvement in school decisionmaking.

Under the Rochester agreement, which overhauls the entire salary schedule for teachers through the establishment of a career ladder, pay for beginning teachers will jump by 52 percent—from $18,983 last year to $28,935 in 1989-90. The average experienced teacher's salary will rise by 40 percent, from $32,651 last year to $45,774.

By the third year of the contract, "lead teachers"—a new category created by the agreement—could earn close to $70,000. The pay increases carry a price tag of roughly $30 million.

"You won't find any district of this size nationwide that has done better than this," said Jewell Gould, director of research for the American Federation of Teachers.

Said Adam Urbanski, president of the Rochester Teachers Association, an affili-

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AP/Wide World Photos

Democratic leaders discussing campaign issues at recent meeting. From left, Representative Dick Gephardt, Gov. Michael S. Dukakis, Paul G. Kirk of the Democratic National Committee, Gov. James Blanchard, Senator Albert Gore Jr., Jesse L. Jackson, Bruce Babbitt, Representative Patricia Schroeder, Senators Joseph R. Biden Jr. and Paul Simon.

Education in the Campaigns: A New Stature

By Lynn Olson and Blake Rodman

Nine Presidential candidates will gather in North Carolina this week for an unprecedented event in American politics: a major national debate focused solely on education.

The large number of contenders expected to participate in the televised forum—including all seven Democrats and two Republicans—signals new political stature for education in the race for the White House.

So much so, that although the candidates are just beginning to frame their agendas, some observers are already predicting that questions about schooling will capture more attention in 1988 than in any Presidential race in recent history.

However the issues play out, the sensitive preprimary atmosphere has prompted many of the contenders to begin scouring the country for ideas and advice about education—turning to everyone from prominent experts to local teachers.

But far from being a systematic process, the search for people who can help develop and refine candidates' education proposals is often ad hoc and highly individualistic—with almost as many approaches as there are candidates.

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Study Disputes Link Between Reforms, Rise in Test Scores

By Deborah L. Gold

WASHINGTON—The recent rise in the scores of students on standardized tests is not attributable to this decade's wave of school reforms, a new study paid for by the Congress argues.

The upswing in standardized-test scores not only predates education reforms of the 1980's, but "might well have continued in their absence," states the report, prepared for the Senate Education, Arts and Humanities Subcommittee by the Congressional Budget Office.

The report disputes common assumptions about why scores fell in the 1960's and began rising in the mid-1970's—such as that students watched too much television, or that high-school graduation standards declined.

And it contends that, in any event, test-score trends are an inadequate yardstick for measuring reform, which it says hinges on a far more complex range of factors than the tests measure.

A more complete portrait of achievement trends could be painted, it suggests, by juxtaposing a wide array of data weighing academic, demographic, and societal factors.

Daniel M. Koretz, the C.B.O.'s analyst for elementary and secondary education, wrote the 104-page analysis, the second of two studies on testing by the budget office.

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Unpainted, Uncooled, Unendowed: Pope Will See One 'Typical' School

By Kirsten Goldberg

Pope John Paul II to meet with Catholic educators, Story on Page 38

Pope John Paul II will be dropping in on only one school during his tour of the United States.

It will not be a freshly painted showcase for Roman Catholic education.

The Immaculate Conception School in Los Angeles, which will receive the Pope Wednesday, Sept. 16, has no modern science lab, no air conditioning, no endowment fund, and no nuns.

"We are a typical inner-city Catholic school," says the principal, Mary Ann Murphy. There are no plans, she says, to apply new paint or make any of the estimated $200,000 in repairs the building needs to impress the Pontiff.

Built 50 years ago to teach the children of working-class white immigrants, the

Continued on Page 38

Students' Knowledge of History, Literature 'Shameful,' National Assessment Indicates

By Robert Rothman

Related story on Page 13; book excerpts on Page 56

American 17-year-olds display a "shameful" lack of knowledge about history and literature, according to a new book that analyzes the first national assessment of those subjects.

What Do Our 17-Year-Olds Know?, to be published this week by Harper and Row Publishers Inc., was written by Diane Ravitch, adjunct professor of history and education at Columbia University's Teachers' College, and Chester E. Finn Jr., assistant secretary of education for educational research and improvement.

If the assessment were graded like a test, the authors write, most students would have failed. On average, students correctly answered 54.5 percent of the history questions and 51.8 percent of the literature questions.

While some students performed well on the assessment, most did not, and many students were unable to answer such basic questions as when Columbus sailed to the New World or who wrote *Crime and Punishment*, the authors state.

"We do not assert that our 17-year-olds

Continued on Page 41

Reforms 'Doomed,' Says Panel, Without Early Family Aid

By Lynn Olson

Concerned that the nation is "creating a permanent underclass of young people," a panel of business and education leaders this week called for early, sustained intervention in the lives of disadvantaged children and their families.

Reform strategies for poor and minority youths that focus on the schools alone—without attempting to change the home environment—are "doomed" to fail, the officials contend in a report called "Children in Need: Investment Strategies for the Educationally Disadvantaged."

The document was produced by the research and policy committee of the Committee for Economic Development, a nonprofit organization whose 225 trustees represent many of the nation's leading corporations and institutions of higher education.

Its report advocates prenatal and postnatal care for pregnant teens and other "high-risk" mothers; preschool for all disadvantaged 3- and 4-year-olds; parent education for both mothers and fathers; and greater community and parental involvement in the schools.

The report is particularly critical of large urban school systems whose "archaic school structure and unresponsive bureaucracy" often compound children's problems.

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IN SUMMARY

A Vote for Immersion
The Los Angeles teachers' union has voted for a greater emphasis on immersion in the district's bilingual-education program. **Page 6.**

The 'Blob' Strikes Back
Citing new statistics, school administrators rebut Secretary Bennett's charge of rampant bureaucratic growth. **Page 7.**

Searching for a Visionary
New York City is seeking a new schools chancellor with the skills and toughness to address its many formidable problems. **Page 9.**

A Setback for Fundamentalists
Appellate courts overturn two textbook decisions that had been hailed as victories for fundamentalist Christians. **Page 10.**

Mission for N.S.F.
A study says the National Science Foundation needs money and planning to lead precollegiate-science reform. **Page 12.**

Children on Their Own
Teachers, in a new survey, cite lack of supervision after school as the main cause of pupils' academic problems. **Page 17.**

Clinics Under Fire
The number of school health clinics continues to grow despite persistent controversy over family-planning services. **Page 27.**

A Budget Shift
After years of seeking reductions in the federal education budget, Secretary Bennett plans to ask for level funding in 1989. **Page 31.**

Controversial Consolidation
Despite objections, the Education Department plans to replace 40 desegregation-assistance centers with 10 "super centers." **Page 33.**

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ACROSS THE NATION

NATIONAL

Principals' Council Recommends Student-Centered Middle Schools

Middle-school education should be more student-centered and less academically focused, a national panel of educators has concluded.

In a 10-point plan to reorient the curriculum, the Council on Middle Level Education of the National Association of Secondary School Principals stresses that early adolescence is a time when many young people have limited attention spans and need to explore their developing personalities and their environment in "active" ways.

The reform movement's curriculum mandates may be appropriate for high schools, but they "are not the recipe for excellence in middle-level education," the panel warned. "In fact, they can destroy an adolescent's future."

New Foundation Awards Grants To Aid Teachers, Prevent Dropouts

The BellSouth Foundation has awarded a total of $1.63 million in its first round of grants aimed at improving elementary, secondary, and higher education in the Southeast.

The BellSouth Corporation, a holding company whose subsidiaries provide local telephone service in nine Southeastern states, established the education-oriented foundation last year.

The foundation has identified two initial priorities at the elementary and secondary levels: increasing the number and quality of teachers in the workforce, and motivating students to stay in school, particularly in the middle-school grades.

The foundation's first grants went to the Southeastern Council of the Holmes Group, the Southern Education Foundation, Tulane University, the University of Florida, the University of North Carolina's Center for Early Adolescence, and the University of South Carolina.

American Academy of Pediatrics Calls for More Physical Education

Concerned that almost half of all U.S. children are not getting enough exercise to develop healthy hearts and lungs, the American Academy of Pediatrics is calling for more physical education in the schools.

In a policy statement released this month, the A.A.P. notes that the growing emphasis on academics has forced some school districts to trim their physical-education programs. At the same time, children are leading increasingly sedentary lives, averaging 25 hours of television viewing each week.

To help children develop healthier habits, the group urges parents and physicians to press for better fitness programs in the schools. Children should also be encouraged to take up lifetime sports, such as swimming and tennis, the statement says.

■ **The National Federation** of State High School Associations has established a hot line for students, educators, and parents who have questions about drug- and alcohol-abuse prevention programs.

The toll-free number, which was scheduled to go into service Sept. 1, is (800) 366-6667.

■ **A new computerized clearinghouse** established by the federal Centers for Disease Control will gather and disseminate information on curricula, programs, school policies, and resource materials for teaching students about acquired immune deficiency syndrome.

The AIDS School Education Subfile is part of the C.D.C.'s Combined Health Information Database, a computer catalogue of health-education programs developed through the agency. Users can gain access to the system, for a fee, by writing BRS Information Technologies, 1200 Route 7, Latham, N.Y. 12110, or by calling (800) 345-4277.

■ **The International Reading Association** has called on the federal government to establish a national policy for combating adult illiteracy. Terming the current federal appropriation of $130 million for adult literacy programs inadequate, the group said in a statement that such a policy should involve greater cooperation between the 79 federally funded programs that have a literacy component, more training for potential reading teachers and volunteers, and more research on how adults learn to read.

'Teach In' To Highlight Celebration of Constitution

As the 200th anniversary of the signing of the U.S. Constitution approaches, education groups are putting the final touches on plans to help students in virtually every school in the country learn about the document.

This summer, 13 organizations—including the National Education Association, the American Federation of Teachers, the National Association of Secondary School Principals, the National Association of Elementary School Principals, the National Council for the Social Studies, and the National PTA—distributed lesson plans to 110,000 schools for a daylong "teach in" on the Constitution scheduled to take place Sept. 16, the day before the anniversary.

The lesson plans include suggested activities for entire schools, as well as for individual history and social-studies classes. In one activity, for example, students can participate in a version of the television program "Nightline," in which they play the parts of delegates to the Constitutional Convention.

The day's events will also feature a nationally broadcast ceremony from the steps of the U.S. Capitol, during which President Reagan will lead the nation in reciting the pledge of allegiance to the flag.

Some of the organizations involved in the Sept. 16 "celebration of citizenship" are also distributing additional materials on the document to their members.

The N.E.A. and the social-studies council, for example, have jointly developed kits of materials, called "About Our Constitution," for students in grades K-6. The kits include materials about concepts in the Constitution as well as historical aspects of the period.

In addition, the A.F.T. has produced kits, called "Constitution in the Classroom," which include facsimiles of the Constitution, sign-on sheets on which students may put their names to show they support the charter, and games and classroom strategies. The materials are aimed at stimulating discussions about the document that will continue beyond the national celebration, according to Paula O'Connor, director of special projects for the A.F.T.

"We don't want to see that on the 16th, this thing is over," she said.

—R.R.

Commission On The Bicentennial Of The U.S. Constitution

Former Chief Justice Warren E. Burger, the chairman of the Commission on the Bicentennial of the U.S. Constitution, stresses that the celebration is a "civics lesson for all of us."

UPDATE

■ The U.S. Labor Department, citing teenage drivers' poor safety records, **has rejected an appeal by six states for permission to continue using student school-bus drivers.**

The department ordered the states—Iowa, Mississippi, Nebraska, North Carolina, South Carolina, and Wyoming—to have all-adult driving forces by Jan. 1, 1988.

Although federal child-labor laws prohibit minors from performing such jobs, the department has traditionally issued yearly waivers to states wishing to hire 16- and 17-year-old drivers. *(See Education Week, Feb. 6, 1985.)*

State officials argued that it would be difficult to replace the younger drivers. In South Carolina, where approximately half of all school-bus drivers are minors, "people are really going to have to scramble" to find new drivers, said Robert Harper, a spokesman for the state education department.

■ Developers in California have filed more than 20 lawsuits **challenging efforts by school districts to impose construction fees** under a new state law. *(See Education Week, Jan. 28, 1987.)*

According to the California School Boards Association, the plaintiffs have raised a number of objections to the fees, which are intended to help finance school construction and renovation. Several suits argue that the fees constitute an illegal tax, some question districts' interpretations of what constitutes a "habitable space" subject to the charges, and others dispute the use of such fees to pay for deferred maintenance.

Several amendments to the law that would make it more difficult for districts to collect the fees are pending in the legislature, an association official said.

■ The Boston City Council, in its second vote on the issue, has approved and sent to the legislature a **plan intended to improve the management of the city's school system** by giving the superintendent of schools greater authority over personnel and contracts. *(See Education Week, Aug. 5, 1987.)*

In adopting the plan last month, the council dropped a previously approved provision, opposed by the mayor and school-committee leaders, that would have required the mayor to establish a commission to oversee school reforms. In addition, the council amended the plan to allow teachers to appeal dismissals to the school committee, rather than to the superintendent. That amendment addressed objections that had been raised by the Boston Teachers Union.

■ Officials of 19 school districts in Oregon have voted thus far to take advantage of a **financial "safety net" approved in a statewide election** in May. *(See Education Week, May 27, 1987.)*

The provision is intended to end a string of premature district closings prompted by defeats of local tax proposals. It allows districts to assess taxes equal to the amount of revenue collected in the previous year.

An additional 28 districts will ask voters to approve levies on Sept. 15. Districts whose proposals fail will have until Sept. 28 to elect to use the safety net, according to Walter C. Koscher, coordinator for the school-finance section in the state department of education.

■ The West Virginia Board of Education has urged the state supreme court to overturn a lower-court ruling that sets **a deadline for major changes in the state's school-finance system.** *(See Education Week, Aug. 5, 1987.)*

Circuit Judge Larry Cook earlier this summer threatened to impound state funds and redistribute them to poorer school districts unless voters pass a proposed constitutional amendment next March that would create a statewide property tax to finance schools more equitably. Although the state board supports the amendment, it is concerned about the threat of court intervention, according to a spokesman.

In a related dispute, the West Virginia Education Association has asked the high court to strike down cuts in education funding approved by the legislature this year and to order the legislature to adopt major improvements in education called for by state Judge Arthur Recht five years ago.

■ Mary Amaya, a Rialto, Calif., woman who objected when her son was **denied standardized intelligence testing under a court ban on such assessments for black students** in the state, has drawn support from a black member of the U.S. Commission on Civil Rights.

William B. Allen, a Reagan appointee, persuaded the panel to speed up a proposed study on the validity and use of standardized tests and has urged California officials to seek ways to permit the tests for blacks in some cases. Ms. Amaya argues that such tests would help diagnose her son Demond Crawford's school problems.

The ban stems from a federal district court's 1979 ruling, in *Larry P.* v. *Wilson Riles*, that the tests are culturally biased. The U.S. Court of Appeals for the Ninth Circuit upheld that decision for a second time last year. *(See Education Week, Nov. 12, 1986).*

■ With the next teacher-astronaut not scheduled to go into space for many years, **the National Aeronautics and Space Administration has decided not to renew the employment contracts** of five of the seven Teacher-in-Space finalists working for the agency.

The finalists remained on the NASA payroll after Sharon Christa McAuliffe, the first teacher selected to travel into space, and her six fellow crew members were killed aboard the space shuttle Challenger in January 1986. The teachers conducted workshops and made public-relations appearances for the agency. *(See Education Week, Jan. 28, 1987.)*

Barbara Morgan, the Idaho teacher who was the runner-up to Ms. McAuliffe in the competition, will remain under contract for at least the coming school year, according to Robert W. Brown, head of the agency's educational-affairs office. He said NASA will also continue to pay the salary of Richard Methia, a finalist who will work full time this year for the Challenger Center for Space Science Education, a nonprofit group started by the families of the Challenger crew.

Average College Costs for 1987-88

	Public Colleges		Private Colleges	
	Resident	Commuter	Resident	Commuter
4-Year Colleges				
Tuition and fees	$1,359	$1,359	$7,110	$7,110
Additional out-of-state tuition	2,367	2,367	NA	NA
Books and supplies	386	386	392	392
Room and board*	2,745	1,228	3,383	1,249
Transportation	380	684	376	632
Other	919	917	721	790
Total	$8,156	$6,921	$11,982	$10,173
2-Year Colleges				
Tuition and fees	$687	$687	$4,058	$4,058
Additional out-of-state tuition	1,811	1,811	NA	NA
Books and supplies	373	373	359	359
Room and board*	—	1,244	2,887	1,037
Transportation	—	742	322	609
Other	—	843	579	674
Total	—	$5,700	$8,305	$6,737

* Room not included for commuter students
— Insufficient data
SOURCE: College Board Annual Survey of Colleges, 1987-88

PEOPLE

■ **Floretta Dukes McKenzie,** superintendent of the District of Columbia Public Schools, says she intends to resign at the end of the first semester of this school year.

Ms. McKenzie, who demanded that her current contract include a provision allowing her to leave on 90 days' notice, says she plans to form an educational consulting firm. Hogan and Hartson, a Washington law firm that represents numerous education clients and has been a key player in several major desegregation lawsuits, will be a limited partner in her new venture.

Floretta Dukes McKenzie

Marva Collins

■ **Marva Collins,** who has operated the private Westside Preparatory School in Chicago for more than 10 years, is planning to open a second school in Compton, Calif. Ms. Collins's school has been recognized nationally for its efforts with inner-city youths.

Working with a local fund-raising committee, Ms. Collins hopes to open the Compton school in September 1988. Anne Skellenger, the committee's director, said it has raised $300,000 of the $800,000 needed to build the school. Of Compton's 100,000 residents, 75 percent are black, Ms. Skellenger said.

■ Promoting values that date from biblical times, **100 ultra-orthodox rabbinical students** traveled in two-member teams this summer to more than 30 states, seeking to persuade mayors and school officials to put morality back into the classroom.

The lobbyists, all students at Chabad-Lubavitch Rabbinical College in Brooklyn, N.Y., showed the politicians and educators a videotape aimed at teen-agers that presents ethical dilemmas and their solutions.

Rabbi Menachem Sharfstein, who traveled through Texas and was one of the program's coordinators, said the venture was sponsored by a nationwide network of centers run by Lubavitchers, members of an international Hasidic movement. He said center directors had developed the program after the Lubavitch leader, Rabbi Menachem Schneerson, called on followers to promote ethics education.

■ The National Endowment for the Humanities has selected **Robert Nisbet,** the historian and sociologist, to be the Jefferson Lecturer in the Humanities for 1988.

Mr. Nisbet, the Albert Schweitzer Professor Emeritus at Columbia University, will deliver two lectures next spring on "progress and community," themes he has addressed extensively in his writings.

Mr. Nisbet is the 17th scholar to be chosen as a Jefferson Lecturer, the highest honor conferred by the federal government for outstanding achievement in the humanities. The award carries a $10,000 stipend.

■ In an effort to instill "cultural literacy" in school curricula, **E.D. Hirsch Jr.,** author of *Cultural Literacy: What Every American Needs to Know*, has set up a foundation to create standardized tests to measure students' general knowledge.

Underwritten by a $50,000 grant from the Exxon Educational Foundation, Mr. Hirsch's foundation will initially publish a one-hour test for 12th graders. With additional income—from Mr. Hirsch's lecture fees as well as from sales of his initial test—the foundation will also produce tests for 3rd, 6th, and 9th graders.

"These tests, I think, are going to be popular," said Mr. Hirsch, William R. Kenan Professor of English at the University of Virginia.

"They will generate income. We think the income should go not to private hands, but back to education."

RESEARCH AND REPORTS

G.E.D. Holders Outpace Dropouts In Earnings, Employment Rates

Recipients of General Educational Development certificates fare better in earnings and rates of employment than high-school dropouts, but not as well as high-school graduates, a new national study has found.

The study, conducted by David L. Passmore, a professor of vocational and adult education at Pennsylvania State University, found that in 1985 64 percent of recipients of the high-school equivalency diploma were employed, compared with 56 percent of those with neither a G.E.D. certificate nor a high-school diploma. By contrast, 78 percent of those with a diploma were employed.

Among those who were working, G.E.D. recipients earned, on average, $5.50 an hour, while dropouts earned $5.13 an hour. High-school graduates earned, on average, $5.50 an hour, the study found.

Mr. Passmore's is the first national study of the economic benefits of a G.E.D. certificate, according to Douglas R. Whitney, the director of the G.E.D. testing service at the American Council on Education. The A.C.E. administers the program in conjunction with state education departments.

"This should demonstrate to states the wisdom of encouraging adults to continue their education," Mr. Whitney said. "Economically, it has direct payoffs."

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Public Says Schools Not Improving

By Reagan Walker

Despite the emphasis on education reform over the last five years, the public reports sensing little overall improvement in public schools, according to the results of the 1987 Gallup Poll on education.

Only 25 percent of those polled said the public schools have improved over the past five years, 22 percent said the schools have gotten worse, and 36 percent said the schools have stayed the same. Public-school parents, however, were more positive than either private-school parents or those without children in public schools, with one-third saying the schools have improved.

The adults polled were also asked this year about current policy issues linked to the Reagan Administration's education agenda. According to the Gallup findings, the public favors raising standards for academic achievement and increasing high-school graduation requirements, but is ambivalent about reduced federal involvement in education and the idea of vouchers.

The 19th annual Gallup poll of "The Public's Attitudes Toward the Public Schools" sponsored by Phi Delta Kappa, the professional education fraternity, was conducted last April. The 1,571 persons sampled were adults age 18 or older and were interviewed in their homes.

Satisfaction Gap

Public-school parents were also more positive than others when asked to grade their local public schools. Fifty-six percent gave their public schools a grade of A or B, while only 43 percent of all respondents would assign such grades. Seventy-three percent of all those interviewed gave the local schools a grade of C or better—up 4 percent from 1986.

But one of the authors of the report, David L. Clark, former dean of Indiana University's school of education, noted a gap in satisfaction levels between the general public and "downscale" respondents. He defined "downscale" as nonwhite, low-income, young, inner-city residents with lower education levels.

Nearly 20 percent of the respondents in those categories said they would give local public schools a D or failing grade, compared with 13 percent of the overall group polled. Mr. Clark said the difference was troublesome because the segment of society that is most dissatisfied with the schools is also its fastest-growing population group.

Federal Involvement Favored

Respondents were about equally divided over whether the U.S. Education Department should be dismantled, with 39 percent in favor and 37 percent against. Nearly one-fourth said they "didn't know" whether or not a separate agency was unnecessary. But when asked about specific tasks the Education Department might undertake in support of education in America, the majority favored some specific federal responsibilities.

Fully 84 percent of those polled said the government should require states and local school districts to meet minimum standards. And 70 percent or more said they supported federal involvement in: funding educational programs aimed at social problems, collecting and reporting education statistics, funding research and development, and providing financing for fellowships and scholarships.

Some 70 percent also said they thought parents should have the right to choose which local schools their children attend. Respondents with children in public schools were even more supportive of public-school choice, with 76 percent favoring it.

Among both public-school and private-school parents, 49 percent favored a voucher-payment system that would allow parents to choose from both public and private schools in the community, with 15 percent uncertain about the idea. That level of support has remained constant since the 1981 poll, according to the Gallup organization.

At the same time, 44 percent of public-school parents and 49 percent of private-school parents said such a voucher system would hurt local public schools.

Ethics Education

This year's poll suggests that the public generally favors character education, which has been high on the agenda of Secretary of Education William J. Bennett. Forty-three percent said courses on values and ethical behavior should be taught in the public schools; 36 percent believed that such topics should be handled by the parents and churches, and 13 percent said ethics education is a joint responsibility of the schools, parents, and churches.

By substantial margins, all categories of those polled—without children in the public schools and public- and private-school parents—agreed that parents should have "the most to say" about the content of such courses. Other influences cited in order of preference were local school boards, teachers, administrators, state government, and the federal government.

More than two-thirds of the respondents said they favored raising academic standards, increasing graduation requirements, placing more emphasis on the basics, and requiring teachers to have a liberal-arts degree with a subject-area major before entering a teacher-training program.

Education's 'Hot' Issues: Some Public Opinions

Have Local Public Schools Improved?

	National Totals %	No Children in School %	Public-School Parents %	Nonpublic-School Parents %
Improved	25	21	33	28
Gotten worse	22	22	21	23
Stayed about the same	36	35	36	42
Don't know	17	21	10	9

Should Parents Have the Right To Choose Their Child's School?

	National Totals %	No Children in School %	Public-School Parents %	Nonpublic-School Parents %
Yes	71	68	76	81
No	20	20	21	15
Don't know	9	12	3	4

Who Should Have the Most Say About Content in Values Courses?

	National Totals %	No Children in School %	Public-School Parents %	Nonpublic-School Parents %
Parents	42	39	49	43
Local school board	24	24	24	30
Teachers	14	14	17	15
School administrators	10	11	6	7
State government	9	9	7	10
Federal government	5	5	5	6
Don't know	12	14	9	6

(Figures add to more than 100 percent because of multiple answers.)

Should Public Schools Teach Sex Education in Grades 4-8?

	National Totals %	No Children in School %	Public-School Parents %	Nonpublic-School Parents %
Should	55	52	60	69
Should not	37	38	35	29
Don't know	8	10	5	2

SOURCE: The Gallup Organization